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ABSTRACT

The personality of the individual admitted into training as a prospective teacher is a key factor in successful training. The person should possess the characteristics of an effective teacher, and admission to a school of education should, in part, be based upon an assessment of these criteria. These personal characteristics include the ability to cope with problems, persistence and a sense of responsibility, an understanding of the importance of human relations, a positive self-concept, ability to communicate well, flexibility of attitudes, and a well-informed mind nourished by a liberal education. Exemplary teacher behaviors are of primary importance and form the common base for a professional teacher education program. The preparation of teachers must be centered in school settings. The techniques of instructing children can be best learned when the student discovers problems of instruction from practical experience and then seeks solutions to those problems. The obligations of the cooperating classroom teacher involve increased responsibility for the student's progress and a close working relationship with the college supervisor. The role of the supervisor is different from that traditionally assigned. This person does not evaluate performance but rather maintains a continuing, supportive dialogue with the student teacher to develop the capacity to recognize personal and professional deficiencies that must be overcome. (JD)

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Procedures for Training the Pre-service Teacher: The Instructional Strategy Gap

ATE National Conference
Karl Openshaw

It is reported that when Gertrude Stein lay dying she called to her companion Alice B. Toklas and said, "What is the answer?" Miss Toklas replied, "I really don't know." Miss Stein said weakly, "Then what is the question?" When Rod first contacted me concerning my involvement in this conference, he indicated that I was to be prepared to discuss today something concerning the instructional strategy gap in the pre-service training of the teacher. Such questions should be addressed as what do we know about procedures for training, what is effective and verified, what are alternatives, implications for credibility of teacher education? As you can see, that is a pretty big order for any one person and I am not certain that I am equal to the task. However, since accepting this assignment I have spent a great deal of time contemplating these questions and what some of the answers might be. In all candor I have not arrived at too many definitive answers, but I hope I can explore with you some conceptions about, "what is the question?" My remarks today outline some beginning thoughts on what adequate pre-service training of teachers might be like.

A program for the preparation of teachers can be no better than the substance of which it is composed. Many of the assumptions, curricula and procedures which characterize programs of preparation today are of unexamined and uncertain validity. Aided and encouraged by national accreditating efforts and by powerful associations related to teacher education, the field has proceeded as though the content traditionally included was adequate, as though the important task was merely to find other ways of organizing and

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presenting what has been imposed and accepted traditionally. Each one of us has been exposed over decades of time to the concept that every teacher in training must have a liberal or general education, a major of specialized nature in content and a component of professional education. We accept these prescriptions of training as though they were written on stone by the hand of one from on high. It is impossible to read an article or a book by an expert in the field which does not reflect this set of studies as essential to the education of a teacher. But no systematic effort has been made to assess the knowledge from various sources as a basis for evolving valid substance for preparation. The selection of content has been left essentially to the whims of each institution, to textbook writers and/or individual professors. The result of this practice has given rise to programs that are replete with useless, theoretical speculation about what content is essential, about teaching and learning, pedagogical opinion and folklore, and unjustified appeals to philosophical conceptions as to the nature of man, knowledge and society. A concerted effort must be made to rectify this condition, to weed out fads, doctrines, traditional remedies and to replace them with content that has been validated. To serve its function adequately, the practitioners of any profession must be educated to select appropriate methods of handling persons, subjects or substances, depending upon the profession. The value of a program depends upon the validity of the selections made, else preparation for practice in any field is superflous.

The 9:00 a.m. bell rings as Professor Olson walks to the center of the podium in a semi-darkened auditorium. He places a stack of dittoed sheets down with care and glances out at the 300 young people who raise their eyes expectantly as the polite whispers of chatter stop. "Good morning and welcome to Humanities 101, An Introduction to the Humanities. Completion of

this course fills your area requirement in the Humanities. We will meet together three times a week for lecture-demonstration during this semester. Our content will be an analytical and comparative study of works in literature, philosophy, music and the visual arts. The period of time covered will be from Aegean to Baroque, emphasizing structure, content and style in specific examples." Three hundred ball-point pens speed across the page. Professor Olson talks on. And so goes the ritual that we call liberal education. Any ritual so long practiced becomes familiar to everyone and becomes cherished as right and good.

There are other approaches to general or liberal education than the one illustrated by the example just given. In many of our institutions today, a student is free to choose among introductory courses in the various fields of knowledge. In others, there is what might be called a distribution requirement, where the student is coerced into taking certain courses from the several fields of study.

Do approaches such as this meet the criteria essential for liberal education? Liberal education is generally defined as an organism, whole and integrated. It is the appreciation of the organic complex of relationships which gives meaning and point to specialty. The touch stones of a liberally educated man are that he is free, is able to judge and plan for himself, so that he can truly govern himself. To do this he must be capable of self-criticism; he must lead a self-examined life; he must overcome provincialism, develop objectivity and become a spectator of all time and existence. The aim of liberal education is to enable one to develop the understanding that we are part of an organic process which is the American evolution. Our standards of judgment, ways of life, forms of government, all bear the marks of evolution. The focus is to inculcate the idea of the dignity of man.

To the belief in the dignity of man must be added the recognition of his duty to his fellow man. Dignity does not rest on any man as being separate from all other beings, but springs from his common humanity and exists positively as he makes the common good his own. It is impossible to deny that our society rests on common beliefs and that a major task of liberal education is to perpetuate and improve them. It must be so conceived as to enable one to reconcile the sense of pattern and direction deriving from heritage with the sense of experiment and innovation, that they may exist together, as in varying degrees, they have always existed.

It is obvious that a commitment to liberal education as a part of the education of a teacher is one that we must advocate and practice. But general or liberal education is not introduction to specialism within departments. It is not the meeting of distribution requirements. Instead it implies prescription. It demands that there be requirements that have as their focus those truths which none can be free and ignore, if one is to have wisdom through which life can become richer and more useful, truths comprising the goals and conduct of free people in a society.

If these are essentials of liberal education, should not we who prepare teachers demand that such study be so organized and conducted that prospective teachers might, indeed, become liberally educated? And, indeed, if we work in institutions where teachers are trained and such programs do not exist, have we not a responsibility to work tenaciously to bring about optional conditions for educating liberal people - or cease to prepare teachers if adequate conditions cannot obtain?

Professor Smith is sitting at the table in the small classroom in the Mathematics Building watching as the students come for the first day of class of a new semester. As one student appears she sadly shakes her head from

side to side, thinking what a waste it is that this young man has decided to become a mathematics teacher in the secondary schools. "He has such a good mind, and really ought to go on to graduate school. "Oh well," says she, and shrugs her shoulders, "at least the study that he will get in this class will help him in being a better teacher." As the 15 young people take seats and look expectantly, Ms. Smith opens her folder and says, "It's nice to see that a number of you survived Math 464 last semester and are here again to continue your work in this very demanding field. I am sure you are aware that you have enrolled in Math 465, Intermediate Numerical Analysis. I am further making the assumption that you have completed all of the prerequisites for this course. These prerequisites are Mathematics 201, 236, 313, and 464, as well as calculus and some linear algebra. The topics that we will be dealing with in the next 16 weeks include solution of algebraic and transcendental equations, linear and non-linear systems of equations, interpolation, integration, solution of ordinary differential equations, least squares, sources of error and error analysis. In addition, we will discuss computer implementation of numerical methods and deal with matrix eigenvalue problems and summation of infinite series." And so goes the ritual that we call specialized education. Any ritual so long practiced becomes familiar and becomes cherished as right and good.

Since the beginning of teaching as a profession, the role of specialized subject matter has occupied the thoughts and concerns of those charged with preparing teachers for the public school sector. Over 100 years ago, the preparation of secondary school teachers consisted primarily of study of subjects taught in higher education and most such teachers were drawn largely from the faculties of colleges. Prerequisites were quickly established for entrance into colleges and the secondary schools developed an emphasis on

college preparatory work. It was believed that the prime requirement for teaching was knowing the subject matter. After all the major responsibility of colleges and universities is non-professional and non-vocational in nature. One should master the discipline and thereby be able to apply it in many contexts and in many avenues of life pursuit.

It is obvious that one cannot teach that which he does not know himself, but for nearly 100 years those of us in teacher education have had a commitment to the kind of disciplined knowledge that will enable the prospective teacher to see the subject matter in proper relationship to others in the curriculum; to understand the psychologically sound order in which such subject matter might be presented; to have clear insight into the locus of organization of subject matter; and, to be sensitive to the processes by which a learner might come to understand the subject. And yet, a sharp line of distinction between study of the subject matter to be taught and its implications for teaching is still a common phenomenon in most programs of teacher education today.

Can we continue to claim that we provide adequate preparation for teachers if such conditions exist in our institution? Dare we as professional educationists continue to certify adequacy if subject matter specialization continues in the traditional mode or - should we cease to prepare teachers if adequate conditions cannot obtain?

But you may say, and I would hasten to agree, we appear to have little or no control over what happens in liberal education or in specialized subject matter education. We must take students with the preparation given in the Arts and Sciences curricula and attempt to provide them with appropriate training and experience that holds potential for effectiveness in teaching children and youth. Thus, we come to that aspect of training over which we have major responsibility and a large element of control.

Professor Johnson is sitting in the middle of the circle of chairs that he has prepared prior to the beginning of a new semester. He looks expectantly as 30 young people come into the room and take their places. "Ladies and gentlemen, next year you will start working with youngsters in our public schools. They represent our greatest national resource. As such, they need the very best education possible. It is your responsibility to provide that education. Today to help you prepare for teaching, I am going to introduce you to the unit approach to the teaching of the social studies." Thirty ball-point pens speed across the page. Professor Johnson talks on and on.

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Professor Shaw has just handed out to a group of prospective teachers the syllabus containing the requirements for their work during the next few weeks. He pauses, clears his throat, and says, "It is a pleasure to be here with you this morning. You are indeed fortunate to be receiving your teacher training at this institution, since ours is an individualized, self-paced, competency based approach to teacher education. I have distributed to each of you an outline of the modules you will be required to complete. You will find all of the modules and accompanying materials in the laboratory next door. You may go through them at your own pace, your own time, as you desire. The only expectation is that you check out your competence level with one of the teaching assistants in the lab before you go on to the next. While there is no prescribed sequence that you must follow in achieving these competencies, it is important to underscore, and to have you understand, that you will be held responsible for demonstrating all of these competencies before credit can be received for having taken this course. If at any time you have questions concerning what it is you are expected to do or how you may demonstrate that you have achieved the competencies required, I will be

in my office in Room 318 on Tuesdays and Thursdays from 10:00 to 12:00, and you should feel free to drop in to chat with me about your progress, your problems, or your questions. OK, all set, you are going to have a great time this semester and I am sure you will enjoy working independently and on your own in achieving a competency base for teaching. Good luck!" The startled students look at one another, smile, shuffle their feet, pick up their books, and slowly move toward the instructional laboratory next door.

-OR-

Miss Brown sits on the couch in the corner of the teacher's room. Professor Anderson, her University supervisor, sits across from her. Professor Anderson thumbs through a stack of notes and smiles at Betty Brown. "Betty, you are really doing a fine job in your student teaching assignment at this school. I have looked through your log and lesson plan book and I am most pleased with what you have done. The part of the lesson that I just saw you conduct was very well done. I do however, have a few suggestions. Let's begin with the good things I observed."

And so goes the ritual that we call professional education. [illegible] ritual so long practiced becomes familiar and becomes cherished as right [illegible] good. The Professor Andersons get better each generation in performing their rituals and join their colleagues annually at a meeting in Chicago to search their souls for any sign of the unorthodox.

Anyone who questions the system is listened to with smiling patience, only to be gently coopted into the system. No grain of sand can be allowed to irritate this oyster. Pearlization takes place. "That's a wonderful suggestion, Mrs. Williams. We have a teacher education committee at the University which works with such interesting problems. I wonder if you would like to represent the cooperating teachers...." And soon Mrs. Williams will be just another well-cultured pearl.

"I am so glad you mentioned that the student teachers need more supervision. We also believe in supervision and as soon as our budget permits, I assure you we will get more supervisors. Meanwhile, we must depend on our wonderful cooperating teachers like you."

No one likes to point out that the king is naked. If you are the tailor, it is especially difficult to admit. A respected white tie and tails ritualistic dogma has many comforts for those served by the system. The student teacher views the process as a necessary initiation into the profession. Parents and legislators have something to measure. University staff has something to believe in, so that they don't have to go through the tough-minded process of validating what they do, public schools have a teacher at every post and every grain of sand glosses over and becomes a sparkling pearl. I don't want to be a pearl. My ambition is to be a grain of sand and before this life's wish is completely thwarted, I would like to make a plea for an approach to preparing teachers which I believe to be in keeping with what we know and have validated concerning what a professional education program should entail.

When one peruses the changes made in teacher education over the past decades, he is struck with undeniable evidence that virtually all who plan improvement employ assumptions growing out of practical experience, tradition, or philosophical commitment as a basis for the reorganization of preparation. There are few pre- or post-innovational empirical data bases concerning the validity of changes. Most of the efforts have been superficial in the research context. This makes little sense in light of the widespread dissatisfaction with teacher education. For too long, too many of us have enjoyed the comfort of opinion without the discomfort of providing evidence.

What is the substance that should make up the content of teacher preparation? On what logical or empirical bases does it rest? What relationship does it bear to teaching performance tasks? How can this knowledge be integrated into a program of education that will effect positively the performance of a teacher?

Much of what we know about the development of strategies for the improvement of teaching is based on research and analysis of the interaction between teachers and learners in classroom situations. Developed systems make possible a relatively simple record of what is happening in classrooms. While they differ from each other in many ways, all systems make possible the understanding of aspects of classroom interaction. They are concerned with how teaching and learning take place. Instructional strategy insights are derived from systems originally designed for research purposes. But in the last few years, they have been modified and have found their way into such activities as teacher training in a restricted sense, supervision and continuing education. At least at the theoretical level, it is hypothesized that teacher behaviors can be modified, through training, to elicit appropriate thought processes and skills from learners. There is ample evidence that this is possible. Teacher behaviors carry, as a part of their content, prescriptions for how learners are to respond, to think and to act. This is true whether or not the teacher is explicitly aware of the prescription he is communicating. The truisms that certain facts of teaching are unpredictable, creative and involve the tools of the artist; or, that some of the substance of existing teacher education curricula is producing positive results, or, that research and teaching analysis is not the sole avenue toward improving teacher education, do not negate the need for an immediate projection of the role which such research efforts can play in teacher education.

What are some of the insights that have been validated on which we can rely for practice in professional education? At the risk of oversimplification, I would like to present some generalizations as a schema for future practice. There may be others but these are consistently documented.

What are the personal characteristics of a successful teacher? First, a successful teacher has a "can-do attitude." This means that the teacher has the ability to cope with whatever problems come along, the ability to attribute responsibility for what happens in the classroom to himself. Second, successful teachers have a psychological locus of control; that is, a personality dimension that correlates with achievement, striving, persistence and taking responsibility for outcomes desired. Third, successful teachers are effective because they view teaching as primarily a human process involving human relationships and human meanings. On the effectiveness continuum, the area of healthy, involving relationships marks every successful teacher. Fourth, good teachers have a positive view of themselves and of others. They hold realistic attitudes toward students and teacher/student relationships. They take a professional view of their interactions with learners as opposed to a personal one. Fifth, successful teachers are well-informed. Sixth, successful teachers are able to communicate effectively what they know in a manner that makes sense to learners irrespective of age and sophistication. Seven, successful teachers are people who look at individual students and at the unique characteristics of students and thus do not hold sterotypic generalizations about groups, regardless of the criteria for such stereotypes.

The implications of these findings are self-evident, perhaps, but to make the points explicit, it should be stated that most of our present practices do not give cognizance to what research has generated about

characteristics of successful teachers. It would also suggest that the focus of our admissions standards for teacher education, as a minimum, should relate directly to these areas of effectiveness. Instead of counting credits for general education and specialized education, computing GPA's and the like, our focus for admission to teacher education should shift.

New criteria for admission might include:

1. the use of personality tests
2. involvement prior to admission to teacher education in role playing sessions so that specific patterns of interaction can be noted
3. utilizing projective techniques to discover the psychological locus of control
4. having group interviews to ascertain ability to cummunicate in reasonable, concise, straightforward language
5. administering subject matter tests in the area of emphasis of the prospective teacher to make certian of competence in what is to be taught

It is entirely possible that given the structure of higher education at the present time, prospective teachers cannot be assessed adequately in relation to the needed criteria. If indeed this is true, it calls for a new type of institution to be developed so that appropriate teacher education can take place. The logical place to begin a new approach to teacher education is with the individual admitted into training. It also suggests that the place to initiate a system which meets our demands is literally within each person individually, as the propsective teacher, in an important way, contributes to this formulation.

Once an individual has met valid admissions criteria we then must devise content and experiences which he will master so that adequacy of teaching skills may be achieved.

If we are really concerned about devising experiences which will influence the behavior, the thinking of prospective teachers, our training efforts and attention must be geared to improving ourselves, those of us who teach prospective teachers. How well one carries out responsibilities depends upon what he is as a person. His work as a professional involves a complex of interrelated individual qualities, skills, knowledges and understandings. It is the atmosphere created by this complexity that pervades the classroom and gives it vitality and meaning. It is at this point that what the teacher educator is, his scholarship, his experience, comes to bear. All that he is, knows, feels and is capable of doing is utilized to effect changes in the behavior of others. We must create conditions wherein the trainer gains better ways of using himself, conditions where the individual who has a life to invest on behalf of others, can be altered and enriched and improved. This is a long term process which will require constant interaction between expert and teacher, between counselor and teacher, between therapist and teacher, between teacher and teacher, as the individual gains greater insight into himself and develops the capability to utilize healthy human interrelationships. Effectiveness, then, will come from enabling the teacher educator and the prospective teacher to undergo extensive intellectual and personality reorganization.

Now let us turn to some of the generalizations derived from research efforts related to how prospective teachers must behave instructionally in order to engender learning in others. Quite recently, a number of researchers were asked the question, "Is there a common set of teacher behaviors basic to all effective teaching strategies?" In a search for the answer, numerous studies were examined, with the result that a rather short list of <u>essential</u> teaching behaviors was formalized. Data from research supported

the use of each of these categories of instructional behavior in facilitating learning. These clusters create the basic conditions that enable the learner to learn, whether it be the acquisition of concepts and generalizations, the internalization of attitudes and values, or the development of cognitive processes. These six essential clusters of instructional strategies center around:

1. Teacher questioning behaviors
2. Teacher structuring behaviors
3. Teacher accepting behaviors
4. Teacher clarifying behaviors
5. Teacher facilitating the acquisition of data behaviors
6. Teacher use of silence.

Let us assume the validity of the research inclusions just noted. If these six clusters of instructional behaviors indeed characterize the minimum work of effective teachers, what then are the implications for those of us who prepare teachers?

Knowledge, to be valid for teacher education, must be useful to teachers when they are teaching. Thus, instructional behaviors or teaching performance skills must be set forth as the vantage point for relevant content in teacher education and the focal point for continuing research within the field. Despite the simplicity of this statement, its implications for practice are profound. The use of instructional behaviors as the vantage point would mean that the teacher educator would submit his content for examination in terms of its relevance to instructional behaviors and the effect of those behaviors on consequent learning. With this as the major criterion, much of the personal and professional opinion--generalizations too often unsupported by substantiating or explanatory data--which currently

masquerades as content in teacher preparation would be irrelevant and therefore eliminated. Such traditional preparation as foundations of education, historical development of education, philosophical conceptions of education and curriculum, methods of teaching would be eliminated if they cannot be reconceptualized to meet the criterion of having direct application to instructional competence. On the other hand, if we were to design minimum teacher preparation on this basis, gaps in knowledge which currently exist would be identified and much of what is presently in pre-service education might find both a new validity and a new relationship to teaching.

The knowledge base from which teaching strategies are generated is worthy of serious application. While it is acknowledged that no one set of strategies can be claimed to be the final set and it is recognized that the development of teaching skills is idiosyncratic in nature, the implications of these six instructional behavior clusters should be apparent. They provide a common base for professional education programs. If strategies such as these were used, it is possible that other new and more appropriate ones would be evolved, introduced and evaluated in a school setting with minimal waste and maximal effectiveness. But the concept of instructional strategies must form a basis for the common experiences called pre-service professional education. They are no mere fad, but the result of a long line of investigation geared to greater understanding and development of what it means to teach effectively.

With the establishment of relevant minimum criteria for admission to a program in teacher education with the focus of minimum content in that program to revolve around the development of instructional strategies which have been validated and essential for teaching effectiveness, we must then ask the question, where should such training take place? There is only one

logical answer to this question, an answer which has been advocated by this association and its historical antecedents for many years. The professional preparation of teachers must be centered in school settings. This means not only student teaching, which is traditionally carried on there, but essentially all professional education requirements. For how many years have we known that it was necessary to have concurrent theory and practice? In a few programs there have been legitimate provisions for such concurrency, but at best when this has happened, the student is in the public school working with learners part of the day and back on campus part of the day for professional coursework. When conditions are ideal, teacher education instructors see the student teacher in the public schools. In many situations this ideal is not met and the professor has no knowledge of the student's school situation at all. There is a geographical and psychological separation between school settings and university courses. In practice, concurrency has been a type of coexistence without relevant interrelationships.

Teaching professional education in the public schools is not new. It has been done before, but what is suggested here is that the bulk of what has been on-campus content experience be transferred to the school building where the student can, over extended periods of time, with continuing assistance, develop the desired behaviors geared to teaching effectiveness. Classroom teachers in the school would be intimately involved and have increased responsibility for the student's progress. The University person would be responsible for the advanced training of the cooperating teachers, as well as providing the essential content and resources for the teacher in training. This kind of approach to the professional education component of a program would enable us to achieve that ideal so long espoused--direct,

continuous involvement, application and evaluation as one learns the more theoretical constructs of becoming an effective teacher would be possible.

The selection of the team to work in a given school would be a joint responsibility. At the outset, the clinical judgment of the public school staff and the university personnel would have to suffice for the major criterion for selection. Once the selection of students in training had been made, as many as 10 or 15 student teachers might work in a given school. The total school environment could be utilized as an internship experience for induction into the activities of the profession. Thus the training of a prospective teacher would take place in a total school setting with all institutions involved assuming responsibility for his progress.

In its initial phases, this experiences would be utilized in limited ways by the teacher in training. It might begin as experiences as a teacher aide, then develop to the point where the student teacher would instruct small groups of youngsters on specifically assigned tasks and eventually, over time, to assume full teacher responsibilities under the direction of the public school staff and the training institution staff.

Seminars which would accompany this experience would emphasize specific lack of instructional skills discovered by the team. Problem areas would be pinpointed as a result of the analysis of the instructional strategies and behaviors employed in actual classroom situations. Other topical seminars on questioning skills, handling discipline problems, diagnosing reading and arithmetical difficulties, etc., would be an on-going activity. The seminars would aim at being responsive to the deficiencies of the teacher in training.

Use of media would be called for in this environment with the use of video and audio tapes, feedback mechanisms, discussions, assisting the

student to develop his own analytical skills, and ability to prescribe different sets of strategies for specific teaching tasks. Such questions as, now that you have taught this lesson, what do you need to know, or how would you reconceive the nature of this teaching situation, would form the focus of these diagnostic sessions. The team working with the student teacher would all be taught and practice new patterns of instructional behavior. Analysis of teaching behaviors would suggest skills that needed further development. These skills would be taught and the student could then reteach, using other patterns in different lesson formats. Thus, the evolution from student to beginning teacher, to professional teacher, would take place in the schools.

It can be seen by this description that the university staff member would have a very different role from the traditional supervisor's responsibilities. What this person will not do will become as significant as what he will do. He will not evaluate performance, and will in fact, avoid judgmental statements about a student teacher. He will, on the other hand, ask questions that will lead the student teacher to an understanding of his level of knowledge and sophistication and develop the capacity to recognize deficiencies which must be overcome. A major role of the university person will be as staff development expert within the school. In this role, the university faculty member will seek the improvement of skills necessary in analyzing teaching and instructional behavior. He will help to develop new teaching patterns, to present new academic content, to learn new curricula, and to develop techniques for improved communication. The focus will be on concepts validated from research and on evolving theoretical conceptions that might be tried in practice situations within the school setting.

The professional preparation of a teacher can best be done in the public school. The techniques of instructing children and youth can be learned most effectively when the student discovers problems of instruction from practical experience and then seeks solutions to those problems. The process of seeking answers for instructional problems necessitates a knowledge of techniques designed to help the student in training develop meaningful questions about his own behavior.

Then, what is the question? What do we know about procedures for training? What is effective and verified? What are alternatives, implications for credibility of teacher education? I have tried to share with you some of the answers to these questions. Are the solutions and answers valid? The only way we will know is if we give them a try. One thing is clear. For almost 20 years, I have been intimately involved in the professional preparation of teachers and we continue to ask the same questions over and over. We continue to discuss the same issues. We advance solutions, but they remain essentially untested when practiced. Dare we continue to do this?

Perhaps one of the reasons progress has not been made in the education and training of teachers is that we have been sold the concept that teacher education is an all-institutional responsibility. Does this concept have validity in light of experience? It is my judgment that a responsibility given to a total university becomes no one's responsibility. In higher education, each of us is engaged in very specialized kinds of interests and competencies and programs. Those narrow specializations become the driving force for our creativity and our activity, and no one assumes responsibilities for total programs. Until we cease to proclaim that the preparation of a teacher is everyone's business, it will remain no one's business.

This proposal, however nebulous and undeveloped, since time has limited total development, leaves untouched a variety of problems faced by the teacher educator in the conduct of his work. This in no sense detracts from the necessity of using current knowledge of instructional behaviors and teaching performance skills as the focal point for identifying and organizing the content and experience of teacher education. Nor does it reduce the necessity for continued research efforts, to add to what we now know. We must continue in the pursuit of knowledge, not tradition, not opinion, not folklore, of knowledge which can be translated into performance and skills through appropriate training directly related to classroom teaching excellence. Ultimately this approach will result in a continuous revitilization of the substance of teacher education, at both the pre-service and continuing education levels. Then, and only then, will the Professor Olson's and the Mrs. Williams's cease their decades old charades. The king will indeed be clothed and we will cease to be pearls and retain our quality as grains of sand.